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ABSTRACT

This self-instructional module, one of 16 on techniques for coordinating work experience programs, provides preservice and inservice educational materials for teacher-coordinators supervising on-the-job training. The two goals for this module are to know the teacher-coordinator's role in coordinating on-the-job training and to be able to identify and describe effective coordination techniques. For each goal, these materials are provided: an optional pretest, informative material, and a self-check. Other module contents include a module posttest, pre- and posttest answer keys, a list of resources for additional information, and sample forms to be used to implement effective coordination techniques. (YLB)

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Coordination Techniques

This module contains two major parts:

1. Material on coordination techniques to be used in a cooperative work experience program.
2. Sample forms to be used to implement effective coordination techniques.

Prerequisite for module: Module 1: The Values of Cooperative Training.

When you have completed this module, you will:

GOAL 1: Know the teacher-coordinator's role in coordinating the on-the-job training.

GOAL 2: Be able to identify and describe effective coordination techniques.

To begin this self-instructional module, please turn to the pre-test on page 2.

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MODULE NUMBER 2

WORK EXPERIENCE PROGRAM MODULES
COORDINATION TECHNIQUES SERIES

ACKNOWLEDGMENTS

The Work Experience Modules were developed by Work Experience teacher-coordinators, Vocational Education teacher-coordinators, University teacher educators, and Special Needs consultants in Iowa. Funding for the coordination techniques project was provided through grants from Iowa Department of Public Instruction, Career Education Division.

The modules were written by:

Module 1: Values of Cooperative Training - Dr. Steven Corbin
Module 2: Coordination Techniques - Dr. Jim Burrow and Dr. Roger Ditzenberger
Module 3: Obtaining a Training Station - Mrs. Bonnie Schmalle
Module 4: Placement Procedures and Counseling Students for Job Application - Mr. John Kidney
Module 5: Training Agreements - Dr. Jack Reed
Module 6: Student Orientation for On-the-Job Training - Mrs. Sue Hahn
Module 7: Responsibilities of the Teacher-Coordinator and Training Sponsor in Providing On-the-Job Training - Dr. Jack Reed
Module 8: Developing and Implementing Training Plans - Dr. Jim Burrow
Module 9: Evaluating On-the-Job Training - Dr. Jim Burrow and Dr. Roger Ditzenberger
Module 10: Establishing an Advisory Committee - Dr. Del Shepard and Dr. Jim Burrow
Module 11: Federal and State Employment Laws - Mr. John Kidney
Module 12: Regular Coordination Activities - Dr. Jim Burrow
Module 13: Vocational Student Organizations - Dr. Dennis Wubbena and Dr. Jim Burrow
Module 14: Vocational Assessment - Dr. William Callahan
Module 15: Support Services - Mr. John Struck
Module 16: Affirmative Action - Dr. Carl Shawhan and Dr. Ray Morley

The Work Experience Advisory Committee designed the coordination techniques model and developed the module titles and goals. The committee was also extensively involved in editing each module and suggested additions, corrections, and revisions. The Work Experience Advisory Committee included:

Dr. Roger Ditzenberger - Project Co-Director
Dr. Jim Burrow - Project Co-Director
Dr. Ray Morley - Project Consultant
Dr. William Callahan - Advisory Committee Member
Mr. Larry Esk - Advisory Committee Member
Mr. Ed O'Leary - Advisory Committee Member
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The modules have been field-tested by over 250 teachers in Special Education and over 200 pre-service students in Special Education and Vocational Education.

Production of the modules was coordinated by Ms. Linda Welton. Modules were typed, edited, and assembled by Ms. Linda Welton, Ms. Julie Adams, and Ms. Kris Eichelberger.

WORK EXPERIENCE MODULES

BUSINESS EDUCATION AND ADMINISTRATIVE MANAGEMENT
UNIVERSITY OF NORTHERN IOWA
in cooperation with
SPECIAL NEEDS SECTION
IOWA DEPARTMENT OF PUBLIC INSTRUCTION
1982

PRE-TEST: GOAL 1

KNOW THE TEACHER-COORDINATOR'S ROLE IN COORDINATING ON-THE-JOB TRAINING

DIRECTIONS: If you wish to attempt the module assessment, complete the questions for the pre-test. If you do not wish to take the pre-test, turn to page 4 to begin the learning activities.

1. How does coordination improve the effectiveness of a student's on-the-job training experience?

2. For each of the major categories listed, identify at least 3 coordination activities that need to be completed.

   A. Planning on-the-job training
      1.
      2.
      3.

   B. Implementing the training experience
      1.
      2.
      3.

   C. Evaluating student progress
      1.
      2.
      3.

   D. Continuing coordination activities
      1.
      2.
      3.

3. Identify at least 5 problems that may occur on the job that will require a coordination visit.

   1.

   2.

   3.

   4.

   5.

DIRECTIONS: When finished with the pre-test, please turn to page 21 and compare your answers with the pre-test key. If you missed any questions, read the material on pages 4-7.

LEARNING ACTIVITIES

GOAL 1: KNOW THE TEACHER-COORDINATOR'S ROLE IN COORDINATING ON-THE-JOB TRAINING

DIRECTIONS: Read pages 4-7 and then complete the Self-Check.

INTRODUCTION:

The key to an outstanding work experience program is the teacher-coordinator. This person should have the personal and professional qualifications to organize, administer, and operate an effective program. It has been found that most successful coordinators have many strong personal characteristics. They include being warm hearted, easy-going, intelligent, capable of abstract thinking, stable, calm, realistic, and enthusiastic. Coordinators are most satisfied with (1) feelings of accomplishment (2) using available time wisely (3) opportunities to work alone on the job (4) freedom to use individual judgment (5) opportunity to help others, and (6) variety on the job.

While personal qualities are necessary, the procedures used in managing the work experience program are also important. In addition to the classroom responsibilities, the teacher-coordinator must insure that on-the-job training programs operate effectively. Procedures must be developed that help the student benefit from all parts of the work experience program.

COORDINATION:

Coordination describes the activities of a work experience teacher-coordinator in effectively managing the on-the-job training component of the program. It includes locating training stations for students, placing the students on the job, working with the students and the training sponsors to insure that effective training is occurring, evaluating student performance, and other related activities.

Why it is important

In order for an employer to fully understand and participate in the cooperative program, several contacts will be necessary. Basically, the coordinator's role is to make learning on the job more efficient than the usual hit or miss accidental learning that occurs through work experience. Employers often don't provide a great deal of training, they just allow a new employee to begin to work. New duties or greater responsibilities may come only after a long time or never at all. Therefore, the coordinator must make sure the job becomes a training program. This can be accomplished through a training plan to which a commitment was made in the beginning of the training period. Coordination visits will usually relate to this plan and to general adjustments of the student to the job.

Coordination Functions

The vocational work experience teacher-coordinator performs many coordination techniques during the year. Careful thought, planning, and organization should be used by the teacher-coordinator in managing the student's on-the-job training program. The teacher-coordinator performs three major functions: planning, implementing, and evaluating in effectively managing the student's training program.

COORDINATION ACTIVITIES

Planning On-The-Job Training

1. Interview businesspersons to inform them of the cooperative program.
2. Identify businesses that agree to interview students.
3. Prepare students and training sponsors for the job interviews.

Implementing the Training Experience

4. Explain the training agreement and secure the training sponsor's signature.
5. Meet with training sponsors to explain the Training Guide and the coordinator's and training sponsor's responsibilites.
6. Develop the training plan to guide student training.
7. Insure that student is oriented to the new job.
8. Check on initial progress and student's adjustment to the job.

Evaluating Student Progress

9. Deliver evaluation forms and explain evaluation procedures.
10. Schedule evaluations and evaluation interviews.
11. Conduct evaluation interviews with training sponsors and students.
12. Make regular observations of students.

Continuing Coordination Activities

13. Inform training sponsors of classroom activities.
14. Collect instructional and resource materials.
15. Solve problems of students and/or training sponsors.
16. Update information about occupations.
17. Improve public relations with the business community.
18. Find opportunities for full-time employment for graduating students.
19. Secure new training stations.
20. Review and update training plans.
21. Help training sponsors to improve training methods.
22. Keep informed of wages, hours and working conditions.
23. Relate job training to classroom activities.
24. Maintain employee's satisfaction with the cooperative program.

This list of coordination activities describes the important activities to be completed to insure a successful training experience. Most are positive and enjoyable experiences. However, there are other coordination activities that may not be as enjoyable, but are equally important. Those activities are designed to solve problems that are encountered during the training. The teacher-coordinator should observe and be prepared to solve problems that may occur. Such problems include:

(A) A serious weakness or deficiency is causing job failure.

(B) An undesirable social trait or work habit is creating personal conflicts.

(C) Suspicion of theft has been leveled at the trainee.

(D) A demand for excessive hours on the job is interferring with other student activities.

(E) The student is being supervised by more than one person which causes conflicts.

(F) A layoff is being contemplated or a reduction of hours fails to meet minimum program requirements.

(G) A safety or health hazard is not in the best interest of the trainee.

(H) The duty assignments are limited to the routine, uninteresting ones with no real training being provided.

(I) The manager or training sponsor is transferred or replaced by an uninformed new one.

(J) A superior or fellow worker is causing undesirable social relations or interferring with satisfactory job performance.

A coordinator can use coordination time to improve relationships with training sponsors and the business community in general. It certainly would be appropriate to visit a training sponsor from time to time to compliment effective training. Awards or certificates can be presented to those who have contributed to the success of the program. If special events are being planned (an open house, banquet, etc.) personal invitations can be extended during a visit. Finally, coordination time can be used to improve public relations. Newsletters can be distributed, new businesses can be informed of the program and contacts can be maintained with key business people to help insure their continued cooperation.

Personal contact should be made with students while they are on the job. Some coordination should be spent simply observing the student. This time will help the teacher-coordinator determine if the student is experiencing any personal, social, or job problems. Students may need help with a variety of job problems including:

Assistance in reacting to criticism.
Need to improve habits such as loyalty, accuracy, promptness, dependability, etc.
Improvement of personality traits such as appearance, personal hygiene, etc.
Necessity for change of attitude.
Training to remove deficiencies in skills, attitudes, or knowledge.

Through close observation, the teacher can change inappropriate behavior before it causes a problem. Also, praise and reinforcement can be provided regularly as the student improves.

SELF-CHECK

Each of the following items briefly describes a situation that may occur in a cooperative work experience program. Read each item, and then list the coordination activities that should be completed.

1. A new student has just entered the program and is not yet employed.

2. You are not sure if the training plan is being used.

3. You want to be sure your instruction contains up-to-date business information.

4. You need additional training stations for next year.

5. The student is having problems adjusting to the new job.

6. You want to encourage training sponsors to continue to work with the program.

DIRECTIONS: When finished compare your answers with the information given on pages 4-7. If you would like additional information, please turn to the Additional Resources listed on page 24.

PRE-TEST: GOAL 2

BE ABLE TO IDENTIFY AND DESCRIBE EFFECTIVE COORDINATION TECHNIQUES

DIRECTIONS: If you wish to attempt the module assessment, complete the questions for the pre-test. If not, turn to page 10 to begin the learning activities.

1. List ten coordination techniques which a work experience teacher should perform to effectively coordinate a work experience program.

2. List at least four skills a work experience teacher-coordinator should help a student develop to prepare for a job interview.

3. What is the purpose of a Training Agreement?

4. What is a training guide and how may it be used?

5. What aids or forms should a work experience teacher-coordinator use in completing coordination techniques needed to operate an effective work experience program? (List at least six different items).

DIRECTIONS: When finished with the pre-test, turn to page 22 and compare your answers with the pre-test key. If you missed any of the questions, complete the learning activities.

LEARNING ACTIVITIES

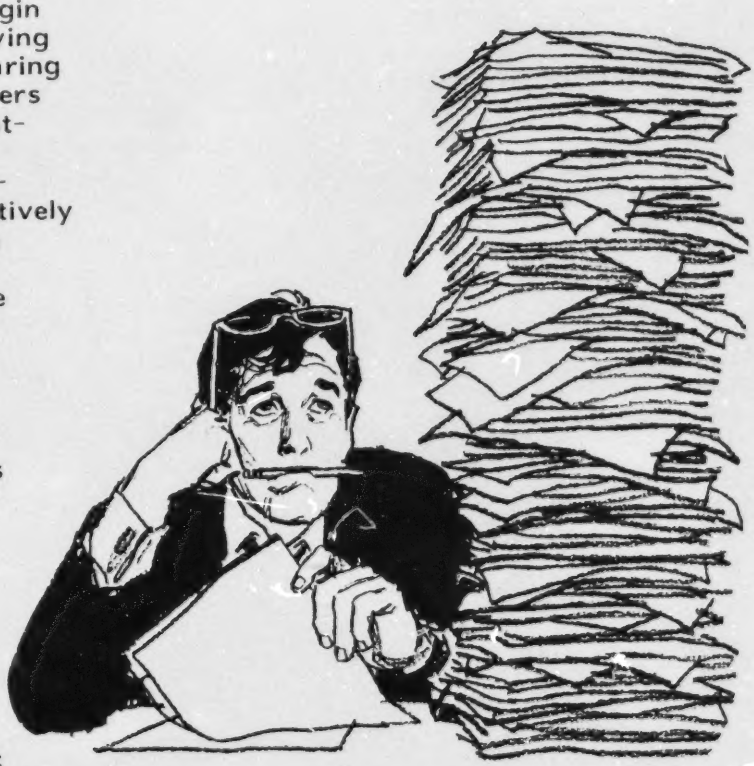
GOAL 2: BE ABLE TO IDENTIFY AND DESCRIBE EFFECTIVE COORDINATION TECHNIQUES

DIRECTIONS: Read the information on coordination techniques on pages 11-18 and review the forms provided on Appendix - 1 through Appendix - 3. If you want additional information on any specific coordination technique, refer to the modules identified after each coordination technique.

INTRODUCTION:

A variety of tasks must be completed to effectively coordinate a work experience program. Coordination activities begin with the teacher-coordinator identifying potential training stations and preparing the student-trainees and the employers for job placement. Once the student-trainee is hired, attention is then focused on signing a training agreement with the employer and cooperatively developing a training plan to insure that the student receives effective training. Student progress must be monitored and evaluated throughout the school year to identify areas of student competence and areas of needed improvement.

This section of the module identifies the specific coordination procedures which should be implemented and provides an overview of the techniques which should be practiced to use each of these procedures.



COORDINATION TECHNIQUES:

Coordination consists of ten specific techniques. The skills needed to complete those tasks are developed through other modules in this series. Each of the tasks is reviewed below and the module number for each task is listed.

COORDINATION TECHNIQUES

1. Obtaining a Training Station
2. Preparing a Student for Job Interview
3. Preparing the Training Sponsor for Interviewing and Hiring a Student
4. Completing the Training Agreement
5. Explaining Student Responsibilities for On-The-Job Training
6. Explaining Training Sponsor Responsilibities for On-The-Job Training
7. Completing a Training Plan
8. Evaluating the Student-Trainee's On-The-Job Training
9. Making regular coordination visits to the Training Station
10. Using an Advisory Committee to Improve On-The-Job Training

OBTAINING A TRAINING STATION (Module 3)

The first coordination task for a teacher-coordinator is to obtain an appropriate training station for each work experience student. Businesses should be identified that are interested in cooperating with the program, that will provide safe and effective training in a job related to the student's career interest, and will closely supervise the student's progress. The teacher-coordinator must meet with employers to explain the cooperative program, and get a commitment from them to interview students for part-time employment.

PREPARING THE STUDENTS FOR JOB INTERVIEW (Module 4)

Most students will be obtaining their first real job through the cooperative program. Many will have never had the experience of applying for a job and completing a job interview. The teacher-coordinator must prepare students for the new experience. Instruction can be given in developing a resume, completing application forms, telephoning for an interview appointment, and effective interview techniques. Students should be informed of appropriate ways of accepting or rejecting a job offer and any specific program policies or requirements regarding the interview procedure.

PREPARING THE TRAINING SPONSOR FOR INTERVIEWING AND HIRING STUDENTS (Module 4)

Each cooperative work experience program should have a specific set of procedures to be used in helping students obtain jobs. The teacher-coordinator must review those procedures with each prospective employer. Typical procedures provide for each employer to interview two or three students. Each student contacts the employer to schedule a job interview. After the interviews are completed, the employer contacts the teacher-coordinator to review the interviews and to identify the student selected. The teacher-coordinator will then notify each student of the decision and give suggestions for improving interview techniques based on information provided by the employer.

COMPLETING A TRAINING AGREEMENT (Module 5)

Once an employer has hired a student, a training sponsor is identified to provide training and supervision for the student. The teacher-coordinator then meets with the training sponsor to review the Training Agreement. The Training Agreement outlines the responsibilities of the student, the training sponsor, and the teacher-coordinator for effective on-the-job training. The purpose of the Agreement is to clarify those responsibilities and to get a commitment from each person. The training sponsor demonstrates that commitment by signing the Training Agreement. The Agreement should also be explained to the student and his or her parents who will then sign it.

EXPLAIN STUDENT RESPONSIBILITIES FOR ON-THE-JOB TRAINING (Module 6)

Before beginning the program, each student should understand the work experience program. The program is more than a part-time job and a chance to earn money. It is an opportunity to develop job skills that will lead to a full-time career through classroom instruction and on-the-job training. A student handbook is a useful technique for the teacher-coordinator to use in explaining the program to students. With the handbook, each of the program components can be reviewed, activities in which the student will participate can be highlighted, and student responsibilities can be described.

EXPLAIN TRAINING SPONSOR RESPONSIBILITIES FOR ON-THE-JOB TRAINING (Module 7)

The training sponsor will be serving as a "laboratory" instructor for the student during the school year. In that role, a variety of responsibilities must be accepted in order for the training to be effective. The teacher-coordinator must prepare the training sponsor for the new role by carefully reviewing and explaining those responsibilities. Once again, a handbook or training guide is a useful way of presenting the information. A detailed explanation of the work experience program and how it operates can be included with copies of administrative forms to be used by the training sponsor. The handbook not only organizes the teacher-coordinator's presentation, but also provides a ready review source for the training sponsor throughout the year.

COMPLETING A TRAINING PLAN (Module 8)

A unique aspect of the cooperative work experience program is that carefully controlled training is provided for each student. That training is coordinated with related instruction in the classroom. To help insure that appropriate training is provided, a Training Plan is developed. The training plan is a list of the skills and competencies which a student should develop through on-the-job training part of work experience programs. The teacher-coordinator meets with each training sponsor soon after the student has been hired to complete the training plan. The coordinator should provide a model training plan for the occupation for which the student will be receiving training. The coordinator and training sponsor review the training plan and make additions or modifications based on the unique needs of the student and the business in which the student is working. Once completed, the training plan is used to control and coordinate the student's on-the-job training.

EVALUATING THE STUDENT'S ON-THE-JOB PERFORMANCE (Module 9)

In order to determine the effectiveness of training and how well the student is performing, evaluation must be done on a regular basis. The student's job performance will actually be rated by the training sponsor, but the teacher-coordinator is responsible for the procedure. An evaluation form must be developed that is easy to use and accurately determines the student's strengths and weaknesses. On a regular basis (once every five to nine weeks), the form is taken to the training sponsor who evaluates the student's current performance. Then an evaluation interview is scheduled to review the evaluation with the student. Evaluation must occur on a regular basis in order to correct observed weaknesses and to reinforce those things the student does well.

MAKE REGULAR COORDINATION VISITS (Module 12)

The teacher should take an active role in the continuing training of the student. Regular visits should be scheduled to each training station to consult with the training sponsor and observe the student. In this way the teacher will be able to coordinate classroom instruction with each student's training, help the training sponsor and student with special problems, and avoid the major crises caused by lack of attention to the training station. Attempts should be made to visit each business every 2-3 weeks.

USING AN ADVISORY COMMITTEE (Module 10)

An advisory committee is a group of interested business persons who work on a regular basis with the teacher-coordinator. Their role is to provide information and advice from a business perspective to improve the operation of the work experience program. Specifically, they can aid the teacher-coordinator with coordination tasks by providing public relations with the business community, helping to develop training agreements and training plans, and many other activities.

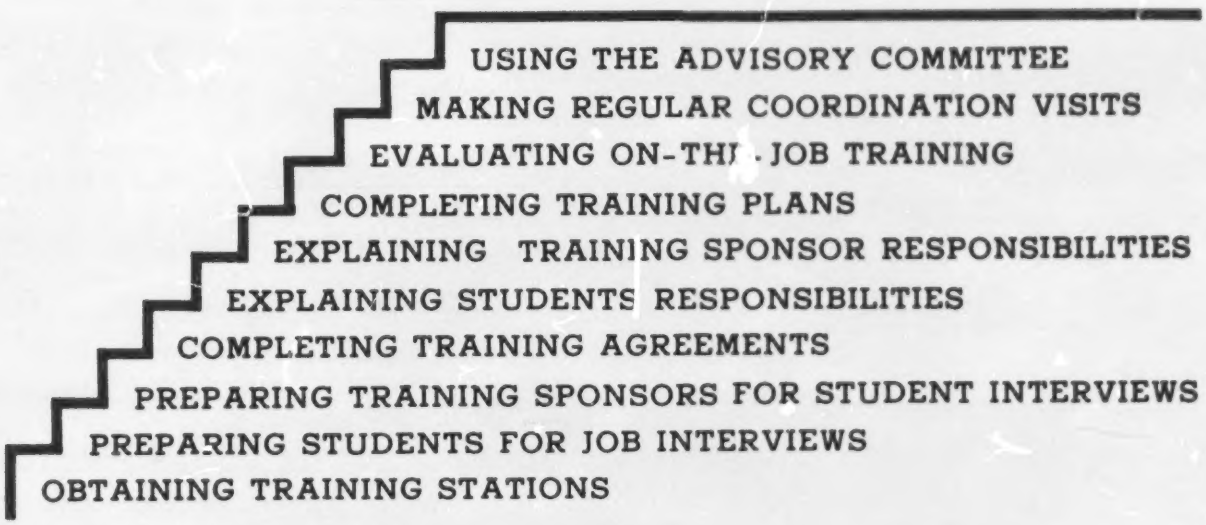
PLANNING AND ORGANIZING COORDINATION ACTIVITIES:

It is obvious that effective coordination requires careful planning. The teacher-coordinator who approaches the activities in a haphazard manner will soon become overwhelmed and will probably believe there is not enough time to complete all of the tasks. If well planned, coordination tasks can be managed and can indeed help other parts of the work experience program to operate more effectively and efficiently.

The teacher-coordinator should sequence coordination activities on a calendar basis. Certain tasks will occur at designated times during the school year. For example, in many programs students who will participate in the work experience program are selected in the spring. Therefore, students can interview for prospective jobs in May before the school year has ended.

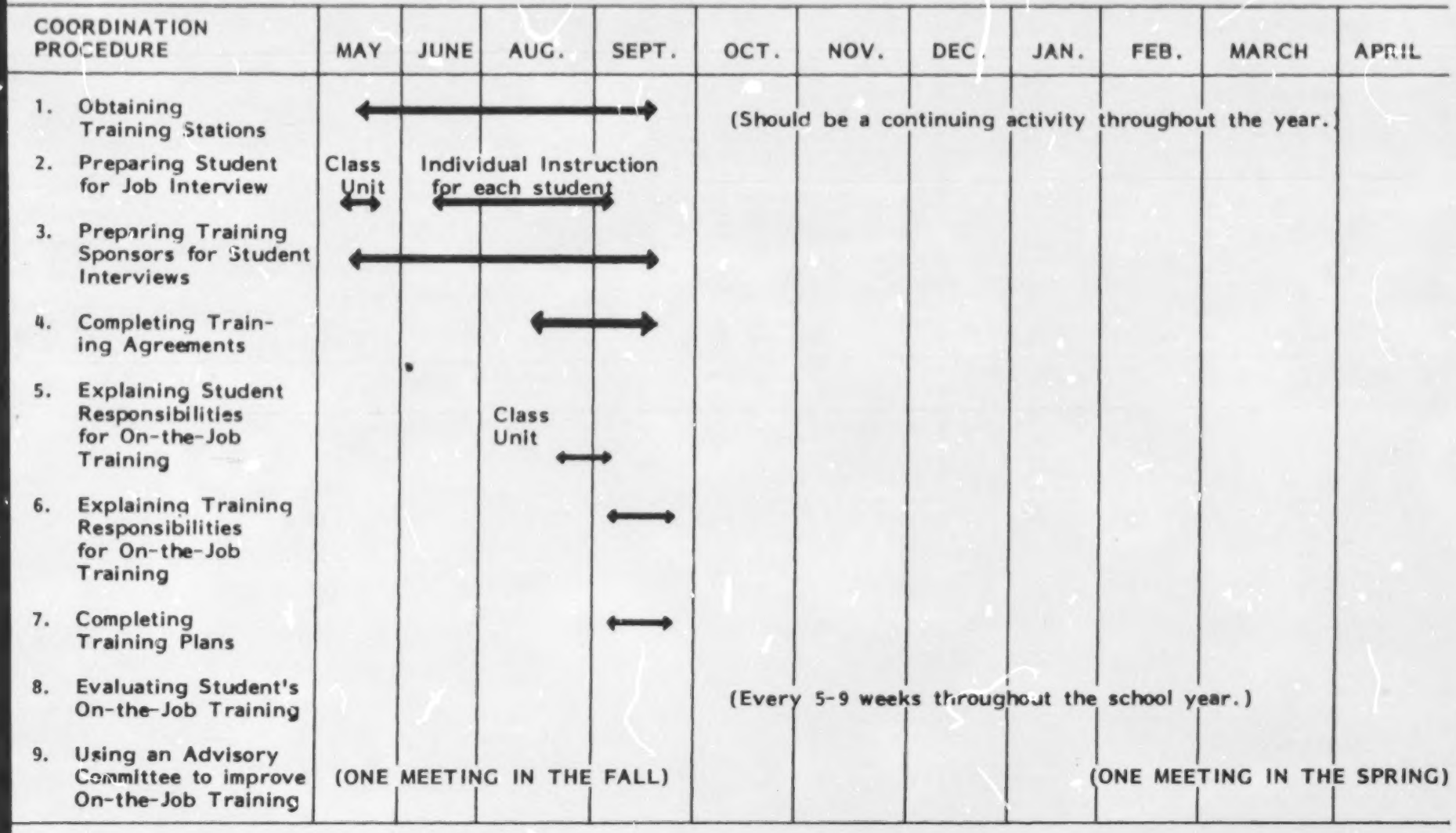
Training Agreements can be signed and training plans completed during the first one or two weeks of school. The evaluation process can be scheduled on a regular basis each 5-9 weeks. With appropriate planning, the major coordination tasks can be scheduled so ample time is available to complete them. Also unscheduled time can be provided to allow for the ongoing coordination tasks and for those activities that cannot be anticipated or planned. A sample coordination calendar is shown on the next page.

PLANNING AND ORGANIZING COORDINATION ACTIVITIES



COORDINATION CALENDAR

Time to Perform Coordination Procedure



Coordination calls and student observations should continue throughout the school year.

PREPARING COORDINATION AIDS AND FORMS:

A variety of printed materials can be used in coordinating the work experience program. Some materials are used to provide information about the program, and others are needed to manage the student's training. Materials that can aid in coordination are listed and described below. The module number indicates where you can find an example of each item.

BROCHURES (Module 4)

A program brochure provides a good introduction to the program for employers and prospective students. It summarizes important information about the program and can serve as an attractive reminder of the program after the teacher-coordinator has made the initial contact.

BUSINESS CARD (Module 4)

There are numerous times that the teacher-coordinator will use a business card. Each time a new employer is contacted, the business card serves as a professional reminder of the coordinator's name and program. Since training sponsors are encouraged to contact the teacher-coordinator while the students are employed, the card provides easy access to the coordinator's phone number.

APPLICATION FORM (Module 4)

As each student applies for the work experience program, an application form should be completed. It will be a new and useful experience for many students. In addition, the teacher-coordinator can collect the necessary information to make a good job placement for each student.

TRAINING AGREEMENT (Module 5)

The training agreement lists the responsibilities of each participant in on-the-job training. While it is not a legal document, it provides evidence that each person signing the agreement understands how the program will operate.

TRAINING GUIDE (Module 7)

A training guide introduces the training sponsor to all aspects of the cooperative work experience program and reviews the responsibilities of each participant. It is a useful aid for the teacher-coordinator when working with new training sponsors, and it provides a quick review for those businesspeople who have worked with the program in the past years.

STUDENT HANDBOOK (Module 6)

Just as the training guide is used to introduce the training sponsor to the work experience program, a student handbook provides similar information to the student. Program policies as well as student activities and responsibilities can be explained in the handbook.

TRAINING PLANS (Module 8)

The training provided for each student is based on the training plan. The teacher-coordinator should have sample training plans for the occupational areas in which the majority of the students will receive training. Then when a student is placed on a job, the sample form can be reviewed by the coordinator and the training sponsor, and modificaitons can be made to fit the individual student and the specific job.

EVALUATION FORM (Module 9)

Each student will be evaluated by his or her training sponsor several times throughout the school year. Ample quantities of evaluation forms must be available. The form should be developed to provide specific information on the strengths and weaknesses of each student's job performance.

ADMINISTRATIVE FORMS

Teacher-coordinators have found that an effective set of records is necessary in order to keep up-to-date on each student's development. A series of forms allows the teacher-coordinator to monitor the progress of each student, to identify potential problems before they become serious, and to make the best use of available coordination time. Examples of each of the forms are shown in the appendix on pages 1-3.

HELPFUL COORDINATION HINTS:

Regardless of the purpose, each visit should be planned well in advance. Coordination activities can be planned generally for a period of months or even the whole year. Certain activities can be planned generally for a period of months or even the whole year. Certain activities are logical in September and others are appropriate in May. At those times a complete round of visits to all training stations can be made for the same purpose. Certainly unique needs may arise, but a preplanned and soon practiced routine is established. This prevents that meaningless visit for no obvious reason except to pass the time of day or bum a cup of coffee, and the coordinator is making regular visits to each training station.

The frequency of visits is as indefinite as the diversity of situations. There are a variety of reasons and purposes for coordination calls. If an effective job is being done, a coordinator may try to visit each business about once every two-three weeks. Some factors that help to determine frequency of visits include:

1. Maturity of program.
2. Nature and difficulty of the tasks performed by the student.
3. Amount and quality of instruction and supervision provided by the Training Sponsor.
4. Geographical location of the training station.
5. Personality, maturity, and occupational competency of student.

Observation of the student on the job should be inconspicuous and should result in more commendations than corrections. Corrections should never be made while the student is performing his/her job.

Keep a record of each supervisory visit. Memory is not as dependable as we would like it to be. A small notebook can be arranged in alphabetical order for trainees. Simple details like date, purpose, commitments, opinion or outcomes can be noted. This information can later be transferred to appropriate forms. It will be needed during student conferences or when discussing student performance with employers at a future time.

The following are some brief additional hints for successful visitations:

1. Make visits at a time convenient for the employer or training sponsor.
2. Group coordination call by geographic areas to save travel time and expense.
3. Plan your call in advance.
4. Make clear to the employer the purpose of the call.
5. Keep the call on a businesslike, professional manner.
6. Avoid interferring with student's job performance.
7. Evaluate the business as well as the student learner while observing.
8. Make a record of the call.
9. Use self-addressed, stamped envelopes in correspondence if your budget permits.
10. Do not overburden employers with student records, but keep them informed.
11. Be alert to good public relations in the community.
12. For promotional purposes, visit firms where students are not employed.
13. Remember that all information you receive is confidential.
14. Invite your principal or counselor to make visits with you.

Effective coordination, as you can see, requires a great deal of planning and effort. However, it can also be the most interesting and pleasurable part of your job. If coordination is done well, the results will be obvious -- students will develop employment skills that they would have a difficult time achieving in any other way. However, if coordination procedures are not effective, the work experience will be no more than a part-time job for the student with no real educational value and no measurable contribution to the student's future success, and there will be little justification for the program.

POST TEST

GOAL 1

1. Define the term "coordination"as it applies to cooperative work experience programs.

2. List at least three coordination activities that should be completed under each of the following categories.

   A. Planning on-the-job training

      1.

      2.

      3.

   B. Implementing the training experience

      1.

      2.

      3.

   C. Evaluating student progress

      1.

      2.

      3.

GOAL 2

Briefly describe how the teacher-coordinator would complete the techniques or use the forms or materials listed below.

A. Obtain a training station

B. Program Brochure

C. Complete a Training Plan

D. Training Guide

PRE-TEST KEYS

GOAL 1

1. How does coordination improve the effectiveness of a student's on-the-job training experience?

   It helps to turn a job into a training program. Training sponsors are prepared for their role and training plans are developed to guide the students progress. The teacher-coordinator is available to make sure the training is effective.

2. For each of the major categories listed, identify at least 3 coordination activities that need to be completed.

   Planning On-The-Job Training

   1. Interview businesspersons to inform them of the cooperative program.
   2. Identify businesses that agree to interview students.
   3. Prepare students and training sponsors for the job interviews.

   Implementing the Training Experience

   1. Explain the training agreement and secure training sponsor's signature.
   2. Develop the training plan to guide student training.
   3. Insure that student is oriented to the new job.

   Evaluating Student Progress

   1. Schedule evaluations and evaluation interviews.
   2. Make regular observations of students.
   3. Deliver evaluation forms and explain evaluation procedures.

   Continuing Coordination Activities

   1. Inform training sponsors of classroom activities.
   2. Secure new training stations.
   3. Review and update training plans.

3. Identify at least 5 problems that may occur on the job that may require a coordination visit.

   1. A serious weakness or deficiency is causing job failure.
   2. An undesirable social trait or work habit is causing personal conflicts.
   3. Suspicion of theft has been leveled at the trainee.
   4. A demand for excessive hours on the job is interferring with other student activities.
   5. A layoff or reduction of hours is being contemplated.
   6. A safety or health hazard is discovered.
   7. Job duties are routine and uninteresting.
   8. The student is not progressing satisfactorily.

GOAL 2

1. List 10 coordination techniques which a teacher should perform to effectively coordinate a work experience program.

   Obtaining a Training Station
   Preparing student for job interview
   Preparing training sponsor to hire student
   Complete training agreement
   Explain training sponsor responsibilities
   Comoleting a training plan
   Evaluating student's on-the-job training
   Making regular coordination visitations
   Using an advisory committee to improve on-the-job training

2. List at least 4 skills a work experience teacher-coordinator should help a student develop to prepare for a job interview.

   Developing a resume
   Completing Application Forms
   Telephoning for an interview appointment
   Effective interview techniques
   Appropriate way of accepting or rejecting job offer

3. What is the purpose of a Training Agreement?

   To insure that all people participating in the cooperative work experience program understand their responsibilities and how the job training will be provided.

4. What is a Training Guide and how is it used?

   A training guide introduces the training sponsor to all aspects of the cooperative program and reviews the responsibilities of each participant. It is a useful aid for the teacher-coordinator when working with new training sponsors, and it provides a quick review for those business people who have worked with the program in the past.

5. What aids or forms should a work experience teacher-coordinator use in completing the coordination techniques needed to operate an effective work experience program?

   Brochures
   Business Card
   Application Form
   Training Agreement
   Training Guides
   Student Handbook
   Training Plans
   Evaluation Form
   Administrative Forms

GOAL 1

1. Define the term "coordination" as it applies to cooperative work experience program.

   Coordination describes the activities of a work experience teacher-coordinator in effectively managing the on-the-job training component of the program. It includes locating training stations, placing the students on the job, working with the students and training sponsors to insure that effective training is occuring, evaluating student performance, and other related activities.

2. List at least three coordination activities that should be completed under each of the following categories:

   Planning On-The-Job Training

   1. Interview businesspersons to inform them of the cooperative program.
   2. Identify businesses that agree to interview students.
   3. Prepare students and training sponsors for the job interviews.

   Implementing the Training Experience

   1. Explain the training agreement and secure training sponsor's signature.
   2. Develop the training plan to guide student training.
   3. Insure that student is oriented to the new job.

   Evaluating Student Progress

   1. Schedule evaluations and evaluation interviews
   2. Make regular observations of students.
   3. Deliver evaluation forms and explain evaluation procedures.

GOAL 2

1. Briefly describe how the teacher-coordinator would complete the coordination techniques or use the forms or materials listed below.

   A. Obtain a training station

      The teacher-coordinator meets with a potential training sponsor to explain the program, the benefits of the program, the training sponsor's responsibilities, and to sell them on becoming a training sponsor.

   B. Program Brochure

      The program brochure may be used to explain the work experience program to a potential training sponsor during the initial visit.

   C. Complete a Training Plan

      The teacher-coordinator meets with the training sponsor to identify the knowledges, attitudes, and skills the student should develop during on-the-job training. The teacher-coordinator should provide a model training plan or task inventory form for the occupation and have the training sponsor identify the attitudes and skills which can be developed and evaluated at the training station.

   D. Training Guide

      A training guide may be used with a new training sponsor to explain the program components, the responsibilities and role of the training sponsor, the responsibilities of the teacher-coordinator and student, and an orientation checklist.

ADDITIONAL RESOURCES

Meyer, Warren G., Crawford, Lucy C., and Klaurens, Mary K., Coordination in Cooperative Vocational Education. Charles E. Merrill Publishing Company, Columbus, Ohio, 1975. Chapter 3, pp. 58-79.

Category J: Coordination of Cooperative Education (J-1 to J-10 Modules) American Association for Vocational Instructional Materials. Athens, Georgia, 1978.

MARKETING PROGRAM

WEEKLY TRAINEE WORK REPORT

Trainee: _____ Training Sponsor: _____

Date: from _____ to _____ Training Supervisor: _____

DAY OF WEEK-TYPE OF WORK ENGAGED IN	HOURS WORKED	TIME IN AND OUT
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		
SATURDAY		
TOTAL HOURS		

Training Provided:

Problems or new situations encountered:

COORDINATION CALL REPORT

Student _____

Training Station _____

Training Sponsor _____ Telephone _____

SCHEDULE
Date _____
Hour _____
Visit requested by:
Student Supervisor Coordinator

PURPOSE OF CALL (check)	
Observation of student at work	____
Visit with Supervisor	____
Evaluation for Period	____
Problem Situation	____
Other (list)	____

SUMMARY COMMENTS: Record observations made, actions taken and suggestions or tentative plans discussed. Include specific compliments and criticisms if they are made.

By Job Supervisor:

By Student:

Other:

Teacher-Coordinator

des moines area community college
2006 ANKENY BLVD., ANKENY, IOWA 50021
PHONE 964-3683

RECORD OF STUDENT CONFERENCES

Student's Name: _____

Date: _____ Instructor: _____

Problem or Reason for Conference: _____

Solution, Recommendations, or Outcome: _____

Date: _____ Instructor: _____

Problem or Reason for Conference: _____

Solution, Recommendations, or Outcome: _____

Date: _____ Instructor: _____

Problem or Reason for Conference: _____

Solution, Recommendations, or Outcome: _____